

# **Psy 468— Motivation & Emotion Summer 2012— Course Syllabus**

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## **Textbook & Other Materials**

**Required text:** *Emotion*, Shiota & Kalat (2010), 2<sup>nd</sup> edition (Wadsworth/Cengage Learning)

This is a very approachable textbook that covers both classic and the most up-to-date research on emotion and motivation. We will not be able to cover all of the chapters in the textbook, but you are welcome to explore the rest on your own.

**Optional material:** *This Emotional Life* (PBS)

This is a 3-part television series about the science of emotion that we will be watching throughout the class. If you would like to have a copy to refer to outside of class (or are just interested in watching more), you can download it for relatively cheap from Amazon and iTunes. It is also available to watch on Netflix and Amazon Prime streaming.

## **Welcome to Motivation & Emotion! Course Overview**

This class is unique within psychology because it cuts across all areas of psychology, from neuroscience to culture. This makes it an exciting class for students coming from different perspectives and who have all kinds of future goals. It also makes it a very flexible and dynamic class experience. The background and interests that you bring to the class will play an important role in shaping this course.

We will begin the class by examining big questions in emotion and motivation, such as “What drives human behavior?” and “What are emotions, and are they helpful or harmful?” We will examine these questions from two important and very different perspectives in the study of emotion and motivation: evolutionary and cultural theories, and compare and contrast their answers. We will then examine some of the components of emotion: communication, physiological processes, motivation and action tendencies, and cognition. In the second half of the course, we will examine emotion and motivation from different perspectives within psychology: developmental psychology, social psychology, and personality. We will wrap up the course by discussing the regulation of emotions and the roles of emotion and motivation in human well-being, including both psychopathology and positive functioning, and address the question everyone wants to know the answer to: How can we be happy?

## **What to Expect: Course Format**

**Readings:** One of the keys to success in this course is keeping up with the readings. For this reason, I have chosen to emphasize quality over quantity. For each class period, you should read the assigned chapter before coming to class. There will be no additional readings, except for the articles related to your presentation (see below). Therefore, you should focus on understanding the material in each chapter. Take notes, and bring questions to class. It's likely that parts that confuse you also confuse others in the class. Pay special attention to the keywords (usually in bold) and the main point of each of the sections. If you stay on top of the readings, then class discussions, quizzes, and exams will be much easier!

**Class meetings:** Class meetings will include a mixture of lecture, videos, interactive discussions, and occasional quizzes. Because each class period lasts almost two hours, we will mix things up frequently.

- **Lecture:** The purpose of the lectures will be to provide an introduction to the topic of the day, and an integrated overview of theory and research on the topic. I will draw from and extend material presented in the day's reading. Although I will be making use of some PowerPoint slides for illustration, they will not be a major component of the lecture. Sharing lecture notes with others in the class is encouraged.
- **Discussion:** Each class meeting will also involve periods of group discussion related directly to the readings from the night before and the topic of the day. This is meant to be a collaborative, active discussion, with the goal of exploring the important questions as fairly, extensively, and helpfully as possible. Discussion will take on a number of forms; possibilities include structured debates, informal class brainstorming, and small group activities. Key discussion questions will be posted ahead of time so you can plan ahead.
- **Videos:** We will also be watching videos during class, which will both illustrate material in the readings and lectures, and provide additional information. The excellent series *This Emotional Life* presents the stories of real people and the research that helps us understand emotions in everyday life. We will also watch some clips from a series called *The Human Face*. If you miss a class and were not able to see a video, you can make an appointment with me to watch the missed video sometime before the next exam, or download a copy (see optional material, above).

**Website:** The Blackboard website will be used to make announcements, post lecture outlines and slides, handouts, and grades, and take care of other administrative matters. Log in at <http://blackboard.uoregon.edu>. Announcements will also be made via email, so make sure you check the email account that is associated with Blackboard *at least* once a day.

## **What to Expect: Assignments**

**Midterm (30%) and Final (35%) Exams:** The midterm will cover all material in the first two weeks. The final exam will focus on material covered in the second two weeks, but some of the themes and key concepts from the first half continue throughout the class and so may appear on the final. The format will consist of multiple choice, true/false (with explanations), fill-in-the-blank, short answer, and one or two essays. The whole class period will be allotted for the exam, but you may not need that long. There will be no lecture or discussion on exam days, and no makeup exams except in extreme cases. *Please note that the midterm exam is scheduled for Thursday, July 5<sup>th</sup>—after the July 4<sup>th</sup> holiday.*

**Quizzes/Comprehension Checks (10%):** Throughout the course, there will be six short, unannounced (pop) quizzes that are meant to check your understanding of the readings and the lectures. Although the grades only make up a small proportion of your final grade, the quizzes are important because they will give you feedback on what you have mastered and what you may need to work on before the next big exam. The quizzes will consist of multiple choice and short answer, and will be graded (anonymously) and discussed in class. These quizzes also help me to find out where the class as a whole is in terms of understanding the material. Quizzes may not be made up, but you may drop one quiz grade (for a missed class or for a poor grade).

**Presentation (25%):** Presentations allow you to find out more about something that personally interests you, to share that information with the rest of the class, and to hear about the diverse research that is happening in the area of motivation and emotion. Everyone will complete a 10-15 minute presentation on a psychologist whose research focuses on emotion and/or motivation. For this project, you will choose an article from *Current Directions in Psychological Science*. This journal profiles the work of psychologists and summarizes some of the most important work in our field. You should choose an article that focuses on motivation or emotion by searching the journal using keywords (including but not limited to *motivation, emotion, affect, mood, regulation, goals*, or keywords we come across in the class). You can find an article on your own, or see a list that I have gathered specifically for this class.

The project will be comprised of three parts:

- **Proposal:** You will submit this on Blackboard. You should include the reference for the article you are presenting on, the abstract as it is published, one paragraph on why you chose it and how it is related to the class, and one paragraph on your plan for presentation. The proposal is due at least two class days (48 hours) before your presentation, but can be submitted as soon as you find a good article. If you are unsure about whether your article is relevant, it may be worth getting in touch with me as early as you can. *You should read the article before writing and submitting your proposal.*
- **Presentation:** you will make a presentation to the class. You may use PowerPoint slides, short videos, or other presentation tools, but they are not necessary. You can also use handouts, short videos, interactive activities, or any other materials, but everything should fit within the 15-minute period. The main point is to educate and interest the class about the work of the particular psychologist (or group of psychologists). If you use supplementary materials, send them to me by email at least one hour before class starts.

- Follow-Up: You should submit 2 challenging exam questions regarding the content of your presentation that could appear on the next exam. They can be multiple choice, fill-in-the-blank, or short answer, and should be answerable only by people who attended and paid attention to your presentation (not so easy that anyone can guess). You will submit these on Blackboard no later than 24 hours after your presentation (2 pm the next day).

Scheduling your presentation: During the first week of class, you will have a chance to sign up for a class period that you would like to present on. You do not need to have your article chosen before you sign up (although you can). The article you present on should be related to the topic of the day (for example, if you are interested in emotions in children, you can sign up to present on the developmental day). Many articles can fit on at least a couple different days. Only three people can present on a given day, so put some thought into what your first and second choices are. *See the handout entitled "Your Presentation, Step-by-Step" below.*

**Contribution (Attendance, Participation, Attitude, and Respect; up to 5%):** Contribution will be considered when assigning final grades, and will make the most difference if the class requires curving or if you are on the borderline of two grades. Therefore, making a positive contribution will not only make a more stimulating classroom experience, but can also help your grade! At the minimum, you should expect to come to class, pay attention, and be respectful of your fellow students and me; if you do these things, your contribution should maintain the grade you earn in your exams and assignments. Your contribution can also *improve* your overall grade if you go above and beyond in your efforts to contribute to class (for example, frequently asking or answering questions in class, providing commentary or insight during discussions, making an excellent presentation to the class, coming to talk with me during office hours, and/or asking questions before or after class). This shows that you are actively engaged in the class. However, your contribution grade can *bring down* your overall grade if your contribution is disruptive or disrespectful, or in some way hinders the classroom environment (for example, repeated absences, using a computer or phone in class for non-relevant purposes, disrupting class, and/or showing signs of disrespect). Very few people *actively try* to be disruptive, but your behavior in class does influence others, so please be aware of how your behavior and habits might distract or impact others.

If you find that you are struggling with the material, or are interested in how to improve your approach to the class, please discuss this with me. I am most interested in helping you learn. Talk with me as soon as you find yourself struggling, rather than waiting until the end of the term.

### **Grading**

Grading will be based on the following criteria:

Midterm Exam	30%
Final Exam	35%
Quizzes	10%
Presentation	25%
(Contribution)	(+/- up to 5%)

### **Academic Integrity**

In addition to being dynamic, supportive, and respectful, a classroom environment should also be fair. I take academic integrity seriously, and will not tolerate any instance of cheating or plagiarism. Cheating is defined as providing information to, or receiving information from, another person on an exam or other assignment. Plagiarism is defined as passing off the work of another as your own, without properly giving credit. This includes, but is not limited to, directly copying others' writing (in whole or in part) and/or paraphrasing others' writing or ideas without citing properly. In these cases "others" can include students in the class, friends and family not in the class, and authors of scholarly or mass media work (journal articles, chapters, newspaper reporters, bloggers, Wikipedia editors). Rely on your own ideas and words, and support them with properly cited scholarly sources (journal articles, textbooks, book chapters) or popular press media (websites, newspapers). If you are unsure about what is appropriate or allowed, please ask! The UO library website has a helpful page that describes when you need to give credit:

<http://libweb.uoregon.edu/guides/plagiarism/students>

All instances of cheating and plagiarism will have serious consequences. At a minimum, you will receive a zero on the assignment and be reported to the university's student conduct coordinator, even if it is your first offense. If the offense is serious, you may also receive an "F" in the course. Repeat offenders will fail the course. Turning in work that is not your own—whether on a reading response, take-home exam, or in-class exam—is not acceptable.

### **Accommodations**

Non-native speakers of English may use language translation devices during exams, but devices that access the internet, such as smartphones, laptops, etc. are not permitted. Please speak with me before the exam.

If you have a documented disability and will need accommodations in this course, please make arrangements with me as soon as possible. Please request that the counselor for students with disabilities send me a letter indicating what accommodations you will need. Further information is available online at <http://aec.uoregon.edu/>.

### **Changes to this syllabus**

Because unforeseen circumstances come up, this syllabus may be changed at any time. I will announce any changes to the syllabus in class and on Blackboard, and post a revised version of the syllabus.

## Course Schedule

Date	Topic	Reading
M 6/25	Syllabus and Introduction	Text Ch. 1
Tu 6/26	Evolution	Text Ch. 2
W 6/27	Culture	Text Ch. 3
Th 6/28	Communication	Reading posted on Blackboard
M 7/2	Physiology	Text Ch. 1 pages 12-25 Text Ch. 4 (all)
Tu 7/3	Cognition	Text Ch. 14
W 7/4	NO CLASS	
Th 7/5	MIDTERM EXAM	
M 7/9	Development	Text Ch. 12
Tu 7/10	Personality	Text Ch. 13
W 7/11	Social: Love & Attachment	Text Ch. 9
Th 7/12	Social: Groups & Morality	Text Ch. 11
M 7/16	Regulation	Text Ch. 6
Tu 7/17	Psychopathology	Text Ch. 15
W 7/18	Well-being	Text Ch. 10
Th 7/19	FINAL EXAM	

Notes: Schedule is subject to change; updates will be posted on Blackboard. Readings are from the textbook (Shiota & Kalat, 2<sup>nd</sup> ed.) unless noted, and should be completed before coming to class.

### **Your Presentation, Step-by-Step**

1. **Choose a day to present.** You should pick a topic that interests you, and that fits well within your schedule. During the first week of class, sign up for your date on the official sign-up sheet. There is a maximum of three presentations per class period.
2. **Choose an article** from *Current Directions in Psychological Science (CDPS)* that is related to the course in some way. Search using keywords such as *emotion, motivation, affect, mood, goals, regulation*, or another key words that we come across in class. If you are unsure about whether or not an article is relevant, check with your instructor. You can also see your instructor for a list of possible articles—she has access to the most recent articles that may not be available through the library, and can provide guidance if you are unsure about how to choose an article.
3. **Claim your article.** Once you have chosen an article, email it as a pdf to Kimberly, who will post it on Blackboard so that no one else picks the same one. You can change your article later, as long as no one else has posted it. Before you send it, you should check under the folder called “Presentation Articles” in “Course Materials” on Blackboard.
4. **Develop an outline of your presentation.** Although they are short, *CDPS* articles can be very dense- packed full of information. Make sure that you understand the material within it, and consult with your instructor or with others if you are having any difficulty. Decide what are the most important points to focus on, and begin to gather any materials that can help you present (videos, images, activities).
5. **Submit your proposal.** At least two days before your presentation, submit your proposal on Blackboard. You will need 1) the reference for the article you are presenting on, 2) the abstract as it is published (copy and paste), 3) one paragraph on why you chose it and how it is related to the class, and 4) your plan for your presentation (including areas of focus and any materials you will be using. Submit these on Blackboard, under “Project Assignments.”
6. **Submit any materials you will be using.** Extra materials (PowerPoint slides, handouts, videos, links, etc.) are completely optional- use whatever materials will help you make the best presentation. If you are using materials, email them to Kimberly at least one hour before the class period in which you are scheduled to present.
7. **Present.** This is your chance to be the teacher! Do your best to make the content interesting, relevant, and educational.
8. **Submit two exam questions.** In the 24 hours following your presentation, submit two questions relevant to your presentation that could appear on the next test. These can be multiple-choice, fill-in-the-blank, or short answer questions that will test students’ understanding of the main points of your presentation. Submit these on Blackboard, under “Project Assignments.” See the syllabus for more details.